

Pupil premium strategy statement (primary)

1. Summary information					
School	Broomwood Primary School				
Academic Year	2017-2018	Total PP budget	£174,080	Date of most recent PP Review	Sept 2017
Total number of pupils	434	Number of pupils eligible for PP	181- including pre-school and nursery	Date for next internal review of this strategy	Sept 2018

2. Current attainment				
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
% achieving in reading, writing and maths	70%		67%?	
% making progress in reading	70%	-1	76.7%	0.3
% making progress in writing	85%	-0.3	81%	0.2
% making progress in maths	90%	-0.2	80.1%	0.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Language and communication within the EYFS is lower for pupils who are eligible for pupil premium compared to non-pupil premium. This impacts on literacy progress in subsequent years
B.	The number of children achieving greater depth in all key stages with reading, writing and maths
C.	The progress that the children eligible for pupil premium make in reading, writing and maths by the end of KS2 compared to non- pupil premium.
D.	We have a much higher than national % of children with SEN (20.2%). 57% of them are also pupil premium. These children require additional support to make progress that is at least as good a non-pupil premium children.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	The knowledge of the parents in being able to support with homework and reading
E.	Higher percentage of absence of children who are eligible for pupil premium than non-pupil premium and more cases of persistent absenteeism.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for pupil premium in EYFS classes to impact positively on subsequent years	Pupils eligible for pupil premium within pre-school, nursery and reception show at least good progress with language and communication and

		more children meet the required expectation by the end of each phase of the EYFS
B.	Improve the % of children, eligible for pupil premium, achieving greater depth at all key stages in reading, writing and maths so that it is more in line with non-pupil premium children within the school and more in line with national results.	By the end of the academic year 2017-2018, the gap is diminished between the number of pupils achieving greater depth in reading, writing and maths and exceeding within the early years for children who are pupil premium compared to non- pupil premium
C.	Improve the progress for children eligible for pupil premium by the end of KS2 in reading, writing and maths	By the end of the academic year 2017-2018, the gap is diminished in the progress achieved
D.	Continuing to support our children and families to improve attendance and punctuation so that the gap in attendance rates diminishes between pupils eligible for pupil premium and non- pupil premium pupils.	Currently there is a gap of 2% between pupil premium and non-pupil premium. Over the course of the next academic year this gap will be reduced.

5. Planned expenditure

Academic year **2017-2018**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved oral language skills particularly in the EYFS	Staff training on developing oracy pupils in EYFS and Purchase additional resources to stimulate small group discussion and play in continuous provision and interventions. Employ private speech therapist for a morning a week to work with specific children	"I can, talk boost" training programme to Explicitly extend pupils' spoken vocabulary. 1-1 support for particular children but teacher and teacher assistant development to support oral language across the EYFS EEF toolkit shows that oral language interventions have + 5 months impact for very low cost. Many of our parents find it very difficult to engage with Trafford Speech and Language service and attendance at appointments is very low. Therapy in school has proven to be far more effective.	Book scrutinies of learning journeys to see the evidence of the development of language. Look at EYFS data every half term to ensure that it is having a positive impact on overall results	SENCO, pre-school teacher and deputy	Ongoing
To continue to develop collaborative learning within the classrooms to ensure that all pupils are supported	Developing Kagan structures further. Some staff have already been trained but there are a number of new staff who need to become familiar with the importance of collaborative learning and how to implement it.	Collaborative learning show to have a positive impact on overall learning- EEF toolkit	Lesson observations, book scrutinies and conversations with the children	Head with an outside speaker	On-going

To continue to diminish the gap for pupil premium children compared with non-pupil premium in attainment and progress with reading, writing and maths	See the school development plan for further detail Create a whole school writing school that is appropriate for each key stage which develops all aspects of writing and the editing process Continue to embed the reading structure and have greater links between reading and writing. To purchase books which encourage cross- curricular links To continue to embed a more episodic approach in maths and work on developing a structure of concrete, pictorial and abstract	The approaches within the SDP have been carefully considered, taking into consideration the catchment of our school and the research benefits that we know about particular intervention types	Within the SDP each part has a specific link to how this will be targeted at pupil premium but overall it is continue to improve teaching and learning for all children.	Head and deputy	On-going
Total budgeted cost					£1500- most has come out of SDP cost centre and staff development
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attainment and progress for pupils eligible for pupil premium at the expected level but in particular at greater depth in maths at KS2	1-1 tutoring for some pupils for an hour a week to build up confidence for year 6 Daily intervention for the higher ability children including PP to ensure they have opportunities to achieve greater depth. Small group intervention on a weekly basis for other children	Some children have particular gaps in learning which 1-1 support would help to address- shown to be effective by the EEF toolkit Daily small group tuition allows for more individualised learning and for staff to focus more appropriately on gaps in learning. Shown to be effective by the EEF toolkit	Paid out of the PP budget and available for children from year 5 and 6. SMT to allocate appropriate children to it every half term after data meetings. HLTA paid for via pupil premium to carry out specific intervention. Available for pupils in year 5 and year 6. SMT to allocate appropriate children to it every half term after data meetings Monitor impact of intervention sheets/book scrutinies/observation/test results half termly	Deputy and maths lead SMT with maths lead	Half termly with SMT Half termly with SMT

<p>Improve attainment and progress for pupils eligible for pupil premium at the expected level but in particular at greater depth in writing at KS1 and KS2</p>	<p>Experienced ex secondary English teacher to support the higher ability writers including PP- 3 hours a week</p> <p>Experienced teacher to support writers at in year 1 x3 and year 2 x 2 hours a week and KS2 x 3 hours a week</p>	<p>Subject knowledge and small group tuition 3 times a week ensures that the higher ability children in year 5 and year 6 are extended appropriately.</p> <p>Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective</p> <p>Intervention in the early years proves to be effective for subsequent years.</p>	<p>1 teacher paid for three mornings out of the pupil premium budget to work with year 5 and year 6</p> <p>Monitor impact of intervention sheets/book scrutinies/observation/test results half termly</p>	<p>SMT</p>	<p>Half termly with SMT</p>
<p>Improve attainment and progress for pupils eligible for pupil premium at the expected level but in particular at greater depth in reading at KS1 and KS2</p>	<p>1-1 tutoring for some pupils for an hour a week to build up confidence for year 5 and 6</p> <p>TA Phonics intervention groups for children in year 1 and year 2 who didn't pass</p> <p>Small group reading intervention carried out with particular children on a weekly basis by the deputy and another experienced teacher</p>	<p>Some children have particular gaps in learning which 1-1 support would help to address- shown to be effective by the EEF toolkit</p> <p>Extensive evidence on the EEF toolkit indicating the importance of developing phonics as part of early intervention for reading</p> <p>Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective</p>	<p>Paid out of the PP budget and available for children from year 5 and 6. SMT to allocate appropriate children to it every half term after data meetings- monitor via test results and guided reading</p> <p>RWI or phonics assessment carried out every half term to monitor the impact of intervention</p> <p>Reading tests will indicate the impact of small group tuition</p>	<p>Deputy</p> <p>Phonics lead</p> <p>Deputy</p>	<p>Half termly with SMT</p>
<p>To improve oral and communication across the school but predominantly in the early years so it has a positive influence on the development of literacy in subsequent years</p>	<p>1-1 speech and language intervention with a TA</p> <p>1 morning a week the school has a speech and language therapist who works with particular children and supports the TA's on the delivery of particular intervention programmes</p>	<p>Oral language interventions are shown to have great impact on the progress of children from the EEF toolkit. 1-1 speech and language support ensures that it is individualised to the child.</p>	<p>1 TA who carries out specific speech and language intervention and works within the early years paid for via pupil premium.</p> <p>Speech and language therapist paid from pupil premium</p> <p>Monitor via observations and impact of intervention sheets.</p>	<p>SENCO and pre- school teacher</p>	<p>Termly</p>

To diminish the gap between pupil premium and non- pupil premium from year 1 to year 6 in all subject areas	Class teachers decide on a group of pupil premium children to work with specific to their class and subject area required. 1 session a week with a maximum of 6 children	Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective	Monitor through performance management and the completion of impact of intervention sheets	Head and deputy	3 times across the year
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Total budgeted cost					£80,000 approx
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iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase attendance rates for pupil premium children	Buy into an EWO service Free breakfast club places for key children Rewards and prizes across the year for attendance Refer families to SCIP for more support when appropriate x 1 morning a week	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. In our experience, this has a marked effect on children's attendance and well-being during the school day. The EWO and SCIP provide specific support to individual families and keep them accountable.	SBM and head teacher have regular meetings with the EWO. EWO support paid for from Pupil premium SCIP paid for from pupil premium and regular meetings are held with the SENCO who is also a child protection officer	SBM, head	Half termly
To support the emotional well-being of particular pupils to ensure that they achieve academically.	Psychotherapy for particular children Pastoral support/counselling SCIP support Longford park support	EEF toolkit demonstrates that social and emotional interventions support with other aspects of learning significantly. Particular children who are highlighted as a concern will be allocated to the psychotherapist	Pastoral worker and Psychotherapist funded from pupil premium Reports are written weekly by the psychotherapist and the pastoral worker demonstrates impact via performance management.	SENCO, head	Half termly
All children benefit from curriculum enrichment opportunities and therefore develop a better understanding of	Every class has £300 allocated from PP each year. This means that children who may not have had a	In the past, the school was only able to organise a limited number of trips and visitors in school for the children as any families in financial difficulties could not allow their children to take part. All topics taught	£300 and money to pay for opportunities to learn a musical instrument are paid for via pupil premium. All trips are reviewed electronically.	Music coordinator and the head PE co-	On –going

<p>areas of the curriculum.</p>	<p>chance to go on the trips previously due to financial difficulties can attend without prejudice. Children in Year 1 and year 2 benefit from learning the ukulele for a term and children in year 5 learn the trumpet for the whole year To heavily subsidise the year 6 residential trip so that all pupils can attend To purchase swimming so that all children in year 4 have swimming for the whole year and for an hour a week. All children within the school will continue to benefit from drama, musical theatre and street dance</p>	<p>now have a “starter” trip/visit as well as a review of the topic at the end. Parents are often invited to the reviews and show good levels of engagement (EEF toolkit) It is important that all pupils get the opportunity to learn a musical instrument at some point. This has a positive impact on academic subjects. Sports participation demonstrates and improvement in academic areas- EEF toolkit</p> <p>Overtime we have seen a significant improvement in children’s confidence and their communication skills have developed through this work</p>	<p>Children have the opportunity to perform throughout the year and the parents are invited to see the impact of learning.</p> <p>Consider how many children are able to swim from being non-swimmers and how many children achieve their 25m</p> <p>Becky comes in for 2.5 days per week so that she can work with all of the children across the school</p>	<p>ordinator Head</p>	
Total budgeted cost					£76,364

Throughout the year there are often other key opportunities that will support the children who are eligible for pupil premium where we will use the excess pupil premium for it.

